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ABSTRACT

A peer tutoring program was implemented in a nongraded innercity school in an effort to decrease discipline problems--specifically fighting--and to increase the reading comprehension of both tutors and tutees. The target group consisted of 25 intermediate and junior high school students who tutored 25 intermediate and primary school students. The students were selected from the discipline referral files for the previous year and were paired according to age cycles, reading levels, and compatibility. Six reading resource teachers supervised the tutoring sessions, tutored the tutors, and used the results of the pretest data to develop lesson plans and to provide instructional materials. They also cooperated with classroom teachers in scheduling classes and in revising lesson plans according to the needs of the students. Critical activities and procedures used to develop project goals included individual instruction, diagnostic and remedial techniques, team-selected material, staff inservice, and conferences. The findings indicated that the program had positive results; the number of discipline referrals for fighting decreased in the school and reading comprehension increased. (Project-developed forms used to evaluate the program are appended.) (Author/FL)

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Implementation of a
Peer Tutoring Program

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TO THE EDUCATIONAL RESOURCES
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TITLE Implementation of a Peer Tutoring Program

DESCRIPTORS Behavior; Behavior Problems; Cross Age Teaching; Discipline; Inservice Program; Peer Tutoring; Program Development; Reading Comprehension; Student Problems;

ABSTRACT This Peer Tutoring Program was designed to decrease the discipline referrals for fighting and to increase the reading comprehension of both tutors and tutees. The target group, students with discipline problems and students with reading problems, consisted of 25 intermediate and junior high school students who tutored 25 intermediate and primary school students in the Laura Ward Non-graded School located in the City of Chicago. These students have normal I.Q.'s and were selected from the discipline referral files of the previous year. The tutors and tutees were paired according to age cycles, reading levels, and compatibility.

The major goals were: To provide a team of six reading resource teachers to supervise the tutoring sessions, tutor the tutors, use the results of the pre-test data to develop lesson plans and provide instructional materials that strengthen the weaknesses, and to cooperate with classroom teachers to schedule classes and revise lesson plans according to the needs of the students. The goal was that as the students experienced success in reading, this would enhance their self-concepts, which, in turn, would eliminate their discipline problems.

Critical activities and procedures used to develop project goals included: Individual instruction; diagnostic and remedial techniques; team selected material; staff inservice, and conferences.

Results of the program indicate that specific objectives were reached in varying degrees and that major goals were attained as demonstrated by the evidence presented in the practicum report.

(Included in the Appendix are project-developed forms used to evaluate program.)

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STATEMENT OF THE PROBLEM

The Laura S. Ward School is an inner city school in the City of Chicago with a ninety-nine percent black population and a fluctuating enrollment of seven hundred to seven hundred fifty students ranging from five years of age to fifteen years of age.

The problem was one of discipline. Inasmuch as the assistant principal was teaching full time, the principal, alone, fulfilled the role of "disciplinarian." When a student was sent to the office for discipline the teacher sent a referral form to the principal. The information on the referral form included the following:

Name _____ Room _____
Date _____ Time _____
Nature of Offense: _____
Teacher's Name _____
Action Taken _____

A 5" x 8" card was then typed for each referred student. Each additional referral on a particular student was added to the card. From September 18, 1975, through April 1, 1976, 286 students were referred for discipline. Some students were referred only once, while others were referred up to 26 times. The reasons for referrals included fighting, abusive language, disrupting classes, leaving the classroom without permission, and threatening the safety of other children.

The first action was to counsel the students. In 69 cases this action was sufficient, and there were no further referrals on those particular students. In 40 instances the teachers wanted only that the students be removed from the classroom for a specified period of time. After students had been referred three times a conference was arranged with the parents, students, and teachers. In 42 cases, with parental support, the teachers were able to work successfully with those particular students. If an offense was serious the students had hearings with their parents present, and many times the students were suspended. In fact, suspensions were issued to 135 students. Although the principal tried many different techniques with the students the suspension method was least desirable because it was felt this only prolonged the problem until the students returned to school.

In order to decrease the discipline referrals a series of inservice staff development programs entitled "Modifying Behavior" were presented to the faculty one morning each week throughout the 1975-76 school year. These inservice programs helped some teachers modify their own behavior as well as the behavior of their students; however, this approach had not been fully accepted by all the teachers.

During the above mentioned counseling sessions with the students, it was noted that most of these students had a special need for attention; that most of these students had a negative self-concept; and that most of these students had

little success in reading. In fact, only 2 percent of the students read at grade level. The reading scores of those students who read below grade level were as follows:

TABLE 1
Summary of
Reading Data on Discipline Referrals

<u>Number of Years Below Grade Level</u>	<u>Number of Students</u>	<u>Percent</u>
6.0 - 6.9	3	1
5.0 - 5.9	11	4
4.0 - 4.9	41	14
3.0 - 3.9	73	26
2.0 - 2.9	78	27
1.0 - 1.9	48	17
.1 - .9	<u>25</u>	<u>9</u>
TOTAL	279	98

From past experience the principal knew that students who read well had a positive self-concept, and they usually presented no discipline problems. With this thought in mind, it was decided to try the approach of having an older student who had discipline problems teach reading to a younger student who also had discipline problems.

The Objectives of the program were:

Objective I

Given nine months in the program 50 participants, 25 tutors and 25 tutees, will experience a decrease in discipline referrals for fighting by 75 percent over the previous year as gauged by a pre-post comparison of discipline referrals for fighting.

Objective II

Given nine months in the program 50 participants, 25 tutors and 25 tutees, will show a gain of nine months in reading comprehension scores as measured by the Iowa Test of Basic Skills.

The peer tutoring research indicated that there was a definite correlation between a successful tutor-tutee experience and improved behavior in the classroom, although no study was found that specifically paired students with discipline problems for the designed purpose of eliminating their discipline problems while improving their reading ability, which in turn would enhance their self-concepts.

Mario Fantini related that the "Junior Volunteer Program" was built on the knowledge that when older children helped younger children as part of the curriculum, both age groups made significant gains.¹ The "Junior Volunteer Program" was a cooperative venture of the Bank Street College of Education and the Board of Education of the City of New York, which, during the period from 1970 to 1973, established youth-tutoring-youth programs in a variety of public schools and community agencies.

The report of the "Junior Volunteer Program" states the following:

Younger children were chosen for the program if their classroom performance seemed to fall below their potential or if they were reading below grade level. The inability to perform academically is often combined with problems with social relationships

1

Mario Fantini, and Anita Moses, Resources for Improving Education (Fort Lauderdale: Nova/NYIT University Press, 1976), p. 44.

or with behavior difficulties and although it is not easy to determine cause and effect in these cases, it may be assumed that the problems are inter-related.²

In regard to older students in the same program the report states the following:

Whether the tutor came from another school or was in the upper grades in the younger child's school, it was rewarding to select a child who would benefit from the pleasure and recognition that were likely to arise from finding himself a tutor, while at the same time receiving the necessary reinforcement of his own basic reading skills. We have found that some children who presented difficulties in the classroom did quite well as tutors, and that their general behavior improved through finding themselves appreciated and competent. This is not always the case but it is worth trying...The tutor, then, when he assumes some responsibility for those younger than he, takes a valuable step in his own development.³

In a peer tutoring article Sivasailam Thiagarajan states the following:

Positive effects of peer tutoring on the learner are obvious: He receives undivided, individualized attention from a tutor. His tutor speaks the same language and comes up with examples and explanations which are mutually meaningful. His tutor understands the learner's problems, having recently had them himself. The learner acquires confidence in his ability to master whatever is being taught, since he has in front of him an example of somebody like him who has done so. The tutor is not an adult authority figure; the learner is not on the defensive. He feels free to explore and ask questions without fear of ridicule. There is a friendly bond between the two; the learner has a hero to model after and the tutor, an admiring apprentice.⁴

²
Ibid., p. 50.

³
Ibid.

⁴
Sivasailam Thiagarajan, "Madras System Revisited: A New Structure for Peer Tutoring" Educational Technology, XIII (December, 1973) p. 10.

In regard to tutors in the same program Thiagarajan also states the following:

Effects of peer tutoring are equally if not more exciting: tutors show greater gains in achievement than do learners. They gain through repetition, review, reformulation and raising the learning task from the knowledge to the application level. Student tutors' attendance and attention to regular classroom sessions improve. Even slow learners show rapid growth while tutoring.⁵

Conceptualizing a Solution

An instructional team of six reading resource teachers was organized at the Laura Ward School that provided supervision of 25 tutors that were paired with 25 tutees. The team supervised the 50 students that were selected for this program three times each week for thirty minute periods for nine months.

The peer tutoring experiences included:

1. A concentrated reading program based on the understanding that while the tutor is teaching the tutee he is reinforcing his own basic reading skills.
2. Opportunities for students to socialize with each other and develop a bond of friendship based on the understanding that when the tutee can share his problems with an understanding tutor who has experienced the same problems they develop a mutual trust and respect for each other.
3. The use of individualized attention based on the understanding that the tutor and tutee are very important students who find themselves appreciated and capable of teaching as well as learning.

⁵Ibid., p. 10.

DESIGN AND STRATEGY

I. Initiation of the Practicum

The organization of this project included a team of six reading resource teachers and sixteen classroom teachers. The target group consisted of 50 students with discipline problems; 25 older students from the intermediate and junior high schools tutored 25 younger students from the primary and intermediate schools. The students were involved in the program three 30 minute periods each week for a nine month period.

The team of six reading resource teachers were comprised of the reading resource team leader, the adjustment teacher, and four teachers involved in special reading programs. All teachers had expertise in the teaching of reading. The team of reading resource teachers developed lesson plans for socialization, reading comprehension, and evaluation of each session.

II. First Month of Practicum

The team of reading resource teachers was selected by the principal. All teachers were faculty members of the Ward School. The team was introduced at a school staff meeting and the program was explained to the staff members. At this meeting the principal presented an overview of the peer tutoring program. The objectives and goals were defined and discussed.

The team met daily for two weeks making plans to implement the program. The plans included selection of students, materials, and utilization of classroom space.

The teachers reviewed all the discipline referrals from the previous year and selected the target group. The target group was classified as students with discipline problems as well as students with reading problems. Only one student read at grade level; he was chosen as a participant because of his suspensions. All students had normal I.Q.'s and were selected from the 1975-76 school year discipline referrals. The reading comprehension scores from the 1976 Iowa Test of Basic Skills were used as the pre-test data. The teachers then paired the students as tutors and tutees according to age cycles, reading levels, and compatibility. The following tables summarize the data on the target group. A student-by-student profile is in the Appendix on pp. 32 - 33.

Table 2

Summary of
Discipline Data on Target Group

<u>Number of Referrals</u>	<u>Tutors</u>	<u>Tutees</u>	<u>Total</u>	<u>Percent</u>
20 - 26	2	1	3	6
15 - 19	2	2	4	8
10 - 14	6	6	12	24
5 - 9	14	7	21	42
1 - 4	1	9	10	20
TOTAL	25	25	50	100

The Table shows that 100 percent of the target group had discipline referrals; that 86 percent of the students had 1-15 referrals to the office; that 32 percent of the students had 10-19 referrals to the office; and that 6 percent of the students had 20-26 referrals to the office. The findings indicate that 52 percent of the tutees had 5-15 referrals to the office while 80 percent of the tutors had 5-15 referrals to the office.

TABLE 3

Summary of
Reading Data on Target Group

<u>Number of Years Below Grade Level</u>	<u>Tutors</u>	<u>Tutees</u>	<u>Total</u>	<u>Percent</u>
5.0 - 5.5	1	0	1	2
4.0 - 4.9	4	2	6	12
3.0 - 3.9	7	3	10	20
2.0 - 2.9	9	6	15	31
1.0 - 1.9	1	11	12	25
.1 - .9	2	3	5	10
TOTAL	24*	25	49	100

* One tutor read at grade level.

The Table shows that 98 percent of the target group read below grade level; that 76 percent of the students read 1-4 years below grade level; that 20 percent of the students read 3-4 years below grade level; that 14 percent of the students read 4-5 years below grade level. Study of the

findings show that 76 percent of the target group read 1-4 years below grade level. The findings also show that 68 percent of the tutees read 1-3 years below grade level and that 67 percent of the tutors read 2-4 years below grade level.

When pairing the students the teachers tried to follow the suggestion of Norris and Vantland that careful consideration be given to matching personalities when pairing tutors and tutees.⁶ The teachers also tried to follow the suggestion made by Dr. Ralph Melargno that there should be two years of age difference between tutor and learner.⁷

Five teachers agreed to supervise four pairs of students and one teacher agreed to supervise five pairs of students. The team of reading resource teachers then met with the homeroom teachers and together they scheduled the peer tutoring classes at times that would not conflict with gym, library, E.S.E.A. programs, speech classes, or lunch periods.

The reading resource teachers utilized the corners of their rooms as specific tutoring areas; they arranged the two desks side by side for each pair of tutors and tutees. This was another suggestion made by Dr. Melargno.⁸ All rooms were brightly decorated with attractive bulletin boards and plants.

⁶ Robert E. Norris, and Phyllis J. Vantland, "Big Brothers and Sisters Assist Readers" School and Community, LVIII (February, 1972), p. 8.

⁷ Dr. Ralph Melargno, lecture to meeting of Nova University (Fort Lauderdale, Florida), Chicago II participants, February 7, 1976.

⁸ Ibid.

One basic concept stated in the Junior Volunteer Program was as follows:

There are no 'correct' or 'incorrect' practices in cross-age teaching. Programs can be neither too large nor too small, as long as there are provisions for adequate space and supervision. One well-selected and well-directed pair of children working together and learning together can represent the youth-tutoring-youth idea at its best in one school.

III. Second Month of Practicum

The tutors and the tutees were oriented at separate sessions by the reading resource teachers for two half-hour periods the week before the program started. After the program began each tutor was tutored for five minutes before the tutee arrived. Each pair of students met for one half-hour three periods each week. The half-hour periods were used by the tutors and tutees as follows:

5 minutes for socialization

20 minutes for reading

5 minutes for discussion and evaluation

Some of the techniques the teachers used for the five minute socialization between the tutors and tutees were topic suggestions, such as:

"Where do you play after school?"

"Who is your best friend?"

"Which television show did you watch yesterday?"

"What did you do over the weekend?"

Another technique one teacher used during the

⁹
Fantini, loc. cit., p. 46.

half-hour period was to allow the tutor to set a timer for the change of activities. Each teacher varied her techniques according to the age levels of the students.

IV Third through Ninth Months of Practicum

Using the results of the pre-test of the Iowa Test of Basic Skills the team of reading teachers developed plans to have the tutors and tutees use materials that would strengthen their reading skills in specific areas of weaknesses. Each teacher varied these materials according to the age and the reading levels of her students. Inasmuch as the reading level of the tutors was higher than the reading level of the tutees, the material used was at the tutees' reading levels.

The following materials were used:

Teacher I

Scott Foresman and Company: The Open Highway Readers
Texts and Workbooks - Levels F and G

Barnell Loft:
Following Directions - Levels B and C
Getting the Main Idea - Levels B and C

American Book Company:
Texts - Levels E. F. G. and H

Dolch Words

Teacher II

Readers Digest

S.R.A. Basic Readers and Reading Workbooks

Merrill Reading Skilltext Series

Phonics We Use - Levels C. D. F. and G

Dolch Words

Teacher III

Bank Street Readers and Workbooks - Level C

Lyons and Carnahan:
"My Word Book"

Popper Words
Dolch Words
Match Puzzle

Scott Foresman:
My First Pictionary
My Second Pictionary

Readers Digest Skill Book I - Parts 1, 2, and 3

Young America:
"Magic Rings and Funny Things"

Teacher IV

Word Flash Cards

Disney Reading Books

Alphabetizing Work Sheets

Dolch Words:

Phonic We Use - Workbooks Levels C, D, and G

Teacher V

Dexter and Westbrook:
We Read Sentences
Fun with Words
Understanding Word Groups
Understanding Questions

Bobbs Merrill:
Blazing New Trails
Picnic Basket

Barnell Loft - Levels D, E, and F
Working with Sounds
Locating the Answers
Getting the Main Idea
Getting the Facts

Teacher VI

Perception Task Cards
Building a Sight Vocabulary Series - Workbooks
Phonic Word Builder
Consonant Pictures for Peg Board
Field Series: Workbooks for Levels C - G
Dolch Words

On several different occasions the classroom teachers observed their students in the peer tutoring classes. It was felt that this cooperation among the teachers provided insights about the students as well as insights about the program. The reading resource teachers and the classroom teachers kept anecdotal records of observed behavior of the students. As the program progressed the teachers noted that as the students gained self-confidence in themselves as tutors and tutees they also gained self-direction in their class assignments as well as in their peer tutoring assignments.

The parents were aware of the importance attached to the student tutors. One parent reported that her daughter could not be absent from school because as her daughter stated, "I must be there to tutor my student." The parent further reported that not only had her daughter's attendance improved, but her attitude at home had also improved. Parents were pleased that the peer tutoring program was in operation; that students were participating in an additional reading program; and that parents were always welcome to visit school and observe the program.

The junior high school students who were not in the program, although unaware that the program was designed specifically for students with discipline problems, were well aware of the importance attached to the student tutors. In their desire to become tutors many of these students asked the reading resource teachers to please put them on a waiting list in order to become tutors, or to become substitute tutors for an absentee tutor.

EVALUATION

The following overall goals provided general direction throughout the Practicum:

- A. To decrease the discipline referrals for fighting of both tutors and tutees.
- B. To increase the reading comprehension of both tutors and tutees.

Specific Objectives were:

Objective I

GIVEN NINE MONTHS IN THE PROGRAM 50 PARTICIPANTS, 25 TUTORS AND 25 TUTEES, WILL EXPERIENCE A DECREASE IN DISCIPLINE REFERRALS FOR FIGHTING BY 75 PERCENT OVER THE PREVIOUS YEAR AS GAUGED BY A PRE-POST COMPARISON OF DISCIPLINE REFERRALS FOR FIGHTING.

Evaluation of Objective I

At the conclusion of the project the 1975-1976 discipline referrals for fighting were compared with the 1976-1977 discipline referrals for fighting for each program participant. The summary of the results is given in Table 3. The information, by student, is in the Appendix on pp. 34-35.

TABLE 4

Summary of
Pre-Post Comparison of Discipline Referrals for Fighting

<u>Reduction in Referrals 1976-77</u>	<u>Number of Tutors</u>	<u>Number of Tutees</u>	<u>Total</u>	<u>Percent (Rounded)</u>
75 - 100%	16	8	24	51
50 - 74%	5	8	13	28
25 - 49%	4	5	9	19
0 - 24%	<u>0</u>	<u>1</u>	<u>1</u>	<u>2</u>
TOTAL	25	22 *	47	100

* Three tutees transferred

The Table indicates that all participants had a reduction in discipline referrals for fighting as gauged by the pre-post comparison of discipline referrals for fighting. The Table also indicates that 50 percent of the participants not only achieved the objective but exceeded the objective.

The findings show that 64 percent of the tutors achieved the objective and that 36 percent of the tutees achieved the objective. The findings also show that 84 percent of the tutors had over 50 percent reduction in referrals and that 73 percent of the tutees had over 50 percent reduction in referrals. It is evident that the practitioner was overly optimistic in expecting all students to achieve a 75 percent decrease in discipline referrals for fighting. In the future, however, the practitioner will be more realistic in writing objectives for the program. It is encouraging to note that all students had a decrease in referrals for fighting; that 50 percent of the students did achieve the objective; and that 79 percent of the students had over 50 percent reduction in discipline referrals for fighting. These data do indicate very positive results.

Performance Objective II

GIVEN NINE MONTHS IN THE PROGRAM 50 PARTICIPANTS, 25 TUTORS AND 25 TUTEES WILL SHOW A GAIN OF NINE MONTHS IN READING COMPREHENSION SCORES AS MEASURED BY THE IOWA TEST OF BASIC SKILLS.

Evaluation of Objective II

At the conclusion of the project, the students were given a post-test of the Iowa Test of Basic Skills. The summary of the results is given in Table 5. The information, by student, is in the Appendix on pp. 36-37.

TABLE 5

Summary of
Pre-Post Comparison of Reading Comprehension Scores

<u>Amount of Change on Iowa Test of Basic Skills</u>	<u>Number of Tutors</u>	<u>Number of Tutees</u>	<u>Total</u>	<u>Percent (Rounded)</u>
2.0 - 2.4 increase	5	1	6	13
.9 - 1.9 increase	12	10	22	47
.5 - .8 increase	6	8	14	30
.1 - .4 increase	2	1	3	6
No change	0	0	0	0
.1 - .6 decrease	<u>0</u>	<u>2</u>	<u>2</u>	<u>4</u>
TOTAL	25	22 *	47	100

* Three tutees transferred

The Table indicates that 60 percent of the participants not only reached the objective of 9 months gain in reading comprehension but exceeded the objective. The Table also

indicates that 90 percent of the participants gained over 5 months in reading comprehension. The Table also shows that two tutees regressed; one tutee regressed three months in reading comprehension; and one tutee regressed six months in reading comprehension. These cases will be studied and remediation will be devised for these particular students.

From the information in Table 5 it can be observed that 60 percent of the students achieved the objective. However, it is evident that the practitioner was overly optimistic in expecting all students to achieve a nine month gain in reading comprehension in a nine month period. This was expecting underachieving students with discipline problems to attain the same reading achievement gain as the standard achievement for national norms. In the future, the practitioner will be more realistic in writing objectives for the program.

It is, however, very encouraging to note from the information in Table 5 that 68 percent of the tutors not only achieved the objective, but exceeded the nine month gain in reading comprehension by the following scores:

Forty-eight percent of the tutors achieved a gain from .9 - 1.9.

Twenty percent of the tutors achieved a gain from 2.0 - 2.4.

From the information in Table 5 it can be observed that 50 percent of the tutees not only achieved the objective, but exceeded the nine month gain in reading comprehension by the following scores:

Forty-five percent of the tutees achieved a reading gain of .9 - 1.9.

Five percent of the tutees achieved a reading gain of 2.0 - 2.4.

It is interesting to note that these students are now performing at a level commensurate with national norms. From the information in Table 5 it can also be observed that 96 percent of the target group had a gain in reading comprehension. These above data do indicate very positive results in reading comprehension.

Classroom Teacher Questionnaire

The students who participated in the program were from 16 homerooms. The evaluation instrument Classroom Teacher Questionnaire was developed by the Principal and is contained on p. 38 in the Appendix. It consisted of a list of 10 questions that were to be answered by 16 homeroom teachers, which indicated their observations of the target students. The questionnaires were filled out by 13 teachers. Three teachers were not in the homerooms at the end of the project; one teacher had a medical leave; one teacher resigned; and, one teacher changed positions. The substitute teachers were not requested to evaluate the students.

Nine of the ten questions required an answer of "yes" or "no". Eight of the nine questions were followed with an additional question that required an essay type answer. Most of the teachers did not respond to the essay questions because of the lack of time. This questionnaire was given to the teachers at the unexpected end of the school year.

The Chicago Public Schools terminated the school year 16 days earlier than had been anticipated because of a monetary deficit. The teachers were under great pressure to finish grading test papers, recording report cards, and completing other records.

A recommendation for future studies would be to present this type of questionnaire to the teachers at the end of April, or at the beginning of May, instead of waiting until the end of the school year.

Table #6 lists the questions and responses filled out by the 13 homeroom teachers in regard to their observations of the students.

Table 6

Questions asked in Classroom Teacher Evaluation

Questionnaires

N = 13

	Percent Yes	Percent No
Has there been any evidence of changes in your students as a result of the peer tutoring program?	62	38
Has the responsibility given to your students in the peer tutoring program tended to improve their attitudes?	62	38
Were your students anxious to attend the sessions every day?	100	0
Do you feel that the children being tutored have shown adequate improvement in reading?	69	31
Have your discipline referrals decreased since your students started the program?	92	8
Has the tutor or tutee in your classroom shown initiative in helping others in your classroom?	54	46
Do you feel your students in the peer tutoring program have matured in any way?	62	38
Do you feel your students in this program are developing positive attitudes toward school?	62	38
Would you recommend that your students continue in the program?	100	0

The table indicates that all students were anxious to attend the peer tutoring sessions; that all classroom teachers recommended that their students continue to participate in the program; that many of the classroom teachers observed positive patterns of behavior change; and that many of the classroom teachers felt the program participants improved in reading.

Reading Resource Teacher Evaluation

Six reading resource teachers participated in the program. The evaluation instrument Reading Resource Teacher Evaluation was developed by the Principal, and is contained in the Appendix on p. 39. It consisted of a list of 11 questions. 10 of the questions required an answer of "yes" or "no".

Table #7 lists the 10 questions and responses filled out by the six reading resource teachers in regard to their observations of the students.

Question 11 asked, "In what ways do you feel this program could be improved?" The reading resource teachers made the following suggestions:

1. The Peer Tutoring Program classes should be daily instead of three periods each week.

This suggestion was incorporated into our Title IVc Proposal.

2. The Peer Tutoring Program classes should be 40 minute periods instead of 35 minutes. It was stated that the teachers needed 10 minutes to tutor the tutors instead of 5 minutes before the tutees arrived for class. It was also stated that the tutors needed more instruction in utilizing materials.

This suggestion was also incorporated into our Title IVc Proposal.

3. The age span between the tutors and tutees should be considered. It was stated that the tutors should be at least three years, instead of two years, older than the tutees.

This suggestion will be used in future matching of the students.

4. The physical sizes of the tutors and tutees should be considered. It was stated that when

the tutor was physically larger than the tutee the pair worked better.

This suggestion will be used in future matching of the students.

5. An alternate pairing should be considered. It was stated that a calmer older student should be paired with a hyperactive younger student.

This suggestion will also be used in future matching of the students.

TABLE 7

Questions asked in Reading Resource Teacher Evaluation

Questionnaires

N=6

	Per Cent Yes	Per Cent No
Did you generally feel your time was well spent?	100	0
When tutoring, did you notice any improvement in the performances of the tutors during your sessions?	100	0
Did you notice any improvement in the behavior of the tutors during sessions?	50	50
Did you notice any improvement in the attendance of the tutors during your sessions?	67	33
Did you notice any improvement in the performance of the tutees when they were working with the tutors?	100	0
Did you notice any improvement in the behavior of the tutees when they were working with the tutors?	50	50
Did you notice any improvement in the attendance of the tutees during their sessions with the tutors?	83	17
Did the students seem to enjoy having you there?	100	0
Did the classroom teachers seem to appreciate your efforts working with the students?	50	50
Would you be interested in working with this program again?	100	0

The Table indicates that the team of reading resource teachers observed the following:

- a. improvement in the teaching performances of all tutors
- b. improvement in the learning performances of all tutees
- c. improvement in the attendance of both tutors and tutees
- d. improvement in behavior needed for 50 percent of the program participants

The findings show that 50 percent of the reading teachers felt the classroom teachers did not appreciate their efforts in working with the students. Improved communication among the classroom teachers and the reading resource teachers will be stressed during the coming school year.

It is evident from the responses that the team of reading resource teachers felt their time was well spent; that the students enjoyed working with the teachers; and that the team of reading resource teachers would again like to participate in the peer tutoring program in the next school year.

Verbal Responses of Staff on Assessed Observation

The classroom teachers stated that the students were so anxious to attend the sessions that they would watch the clock and remind the teachers when it was their time to attend their peer tutoring classes. The classroom teachers further commented that some of the students in the program were less disruptive in the classroom, and they had developed more self-control. For example, one student who had a habit of walking out of the room when he felt like leaving the room, not only remained in the room now, but he also remained at his desk. One classroom teacher commented that one of the tutors in her room had become more cooperative. She also noticed a difference in her student's attitude after he accepted the tutoring responsibility.

All teachers commented that the program had improved the self-concepts of the tutors as well as the tutees. All teachers agreed that as the students gained self-confidence in themselves as tutors and tutees, they also gained self-direction in their class assignments as well as in their peer tutoring assignments.

These observations about the students in regard to cooperation, improved self-concepts, self-control, self-confidence, and self-direction have proved to be positive side-effects of the peer tutoring program.

Verbal Responses of Students in Evaluating the Program

The reading resource teachers discussed the program with the students. They asked the students 1) to evaluate the program, 2) to make suggestions for changes, and 3) to give advice about the continuation of the program.

In response to evaluation of the program, the students replied with favorable comments, such as:

"I learned to read better."

"I made a good friend."

"It helped me to read when I taught my tutee."

"I liked it very much."

"I liked everything about it."

"It helped me learn better."

"It was fun."

"It made me feel good."

In response to the request for suggestions, the students offered the following suggestions:

Tutors would like to tutor every day.

The program should include Math.

Tutees should be tutors next year.

Tutors should not work with tutees they know.

The tutors should use harder books.

In response to the request for advice about the continuation of the program, all students unanimously agreed that the program should definitely be continued.

As a general conclusion, the peer tutoring program was very successful during the nine months of operation. The findings proved that the program had positive results, and because of these positive results the program will be continued at the Laura S. Ward School during the next school year.

Although the objectives were not fully achieved during the project period it became evident that the criterion levels were not realistic. However, there has been a substantial decrease in discipline referrals for fighting, and there has been a substantial increase in achievement in reading comprehension.

Following are some specific conclusions:

1. All participants had a reduction in discipline referrals for fighting.
2. Fifty percent of the participants exceeded the criterion of a 75 percent decrease in discipline referrals for fighting.
3. Sixty-four percent of the tutors reached Objective Number 1 and 36 percent of the tutees reached Objective Number 1.
4. Eighty-four percent of the tutors had over 50 percent reduction in discipline referrals for fighting and seventy-six percent of the tutees had over 50 percent reduction in discipline referrals for fighting.
5. Eighty percent of the participants had over 50 percent reduction in discipline referrals for fighting.

6. Sixty-eight percent of the tutors exceeded the criterion of nine months gain in reading comprehension and are now performing at a level commensurate with national norms.
7. Fifty percent of the tutees achieved the criterion of nine months gain in reading comprehension and are now performing at a level commensurate with national norms.
8. The tutors had a greater reduction in discipline referrals for fighting than the tutees.
9. The tutors made greater academic gains than the tutees.
10. Feedback from the teachers and the parents indicated satisfaction with the gains made in the academic as well as the non-academic growth of the target group.
11. Non-academic gains, such as positive patterns of behavior, improved self-concepts, increased self-control, demonstrated self-confidence, and developed self-direction have all been beneficial side-effects of the program.

The Intensified Reading Program is a very effective and innovative educational program that increases pupil competency in both cognitive and affective domains.

FURTHER APPLICATION

This program will be continued at the Laura Ward School because of the positive results of the program. These results will be shared with all the schools in District 25, and it will be recommended as a project for all Chicago Public Schools.

At a regularly scheduled meeting held on February 22, 1978, the Board of Education of the City of Chicago adopted the recommendation of the General Superintendent that a proposal on the subject of peer tutoring be submitted to the Illinois Office of Education for E.S.E.A. Title IV, Part C funds.

TABLE 8

1975-1976 Data on Target Group

	<u>Birth Date</u>	<u>Reading Level</u>	<u>Grade Equivalent</u>	<u>Expected Grade Equivalent</u>	<u>Discipline Referrals</u>
Tutor A	6/26/63	N	8.0	7.8	12
Tutee A	5/03/66	G	3.0	4.8	20
Tutor B	4/27/64	J	4.8	6.8	11
Tutee B	10/12/65	D	1.7	5.8	13
Tutor C	1/03/63	K	5.1	7.8	5
Tutee C	12/18/65	F	2.8	4.8	11
Tutor D	4/22/63	J	4.9	7.8	7
Tutee D	1/29/65	D	1.5	5.8	4
Tutor E	8/26/63	J	4.3	7.8	9
Tutee E	5/26/67	G	3.0	3.8	5
Tutor F	9/27/63	H	3.9	7.8	5
Tutee F	5/13/66	C	1.4	4.8	4
Tutor G	3/08/63	G	3.3	7.8	14
Tutee G	5/13/67	D	1.7	3.8	9
Tutor H	8/05/63	J	4.1	7.8	17
Tutee H	9/16/66	F	2.7	3.8	4
Tutor J	3/09/63	J	4.7	7.8	3
Tutee J	1/07/67	G	3.3	3.8	5
Tutor K	6/23/66	J	4.4	4.8	26
Tutee K	2/16/68	C	1.0	2.8	4
Tutor L	2/14/65	G	3.1	5.8	5
Tutee L	7/14/68	C	1.4	2.8	8
Tutor M	8/11-66	J	4.6	4.8	9
Tutee M	11/20/68	C	1.3	2.8	10
Tutor N	5/13/66	D	1.9	4.8	23
Tutee N	11/29/68	C	1.1	2.8	3
Tutor O	1/12/63	J	4.9	7.8	7
Tutee O	4/08/68	D	1.6	2.8	3

	<u>Birth Date</u>	<u>* Reading Level</u>	<u>Grade Equivalent</u>	<u>Expected Grade Equivalent</u>	<u>Discipline Referrals</u>
Tutor P	2/22/63	E	2.4	7.8	5
Tutee P	4/16/68	D	1.5	2.8	6
Tutor Q	7/12/64	H	3.9	6.8	11
Tutee Q	2/10/66	C	1.2	4.8	14
Tutor R	12/02/63	K	5.2	6.8	6
Tutee R	7/17/65	G	3.1	5.8	5
Tutor S	1/14/63	G	3.4	7.8	5
Tutee S	10/08/66	D	1.7	4.8	17
Tutor T	8/26/63	J	4.1	7.8	6
Tutee T	3/17/67	D	1.6	3.8	8
Tutor U	8/18/64	F	2.9	6.8	7
Tutee U	4/14/67	E	2.3	3.8	15
Tutor V	12/15/62	H	3.7	7.8	12
Tutee V	8/02/66	F	2.7	4.8	14
Tutor W	10/07/63	H	3.9	7.8	7
Tutee W	7/26/66	G	3.0	4.8	4
Tutor X	8/13/65	G	3.3	5.8	19
Tutee X	1/27/67	C	1.4	3.8	10
Tutor Y	6/21/64	E	2.0	6.8	8
Tutee Y	7/22/68	C	1.4	2.8	3
Tutor Z	12/03/64	F	2.9	5.8	12
Tutee Z	6/19/69	C	1.2	1.8	3

TABLE 9

Pre-Post Comparison of Discipline Referrals for Fighting

<u>Students</u>	<u>1975-1976 Referrals</u>	<u>1976-1977 Referrals</u>	<u>Difference</u>	<u>Decrease Percent (Rounded)</u>
Tutor A	12	2	10	83
Tutee A	20	10	10	50
Tutor B	11	8	3	27
Tutee B	13	7	6	46
Tutor C	5	1	4	80
Tutee C	11	6	5	45
Tutor D	7	0	7	100
Tutee D	4	2	2	50
Tutor E	9	2	7	78
* Tutee E	5	2	--	--
Tutor F	5	0	5	100
Tutee F	4	1	3	75
Tutor G	14	4	10	71
Tutee G	9	4	5	56
Tutor H	17	9	8	47
Tutee H	4	1	3	75
Tutor J	3	1	2	67
Tutee J	5	1	4	80
Tutor K	26	14	12	46
Tutee K	4	1	3	75
Tutor L	5	0	5	100
Tutee L	8	3	5	63
Tutor M	9	4	5	56
Tutee M	10	3	7	70
Tutor N	23	3	20	87
* Tutee N	3	0	--	--
Tutor O	7	1	6	86
Tutee O	3	1	2	67
Tutor P	5	0	5	100
Tutee P	6	3	3	50

* Transferred

<u>Students</u>	<u>1975-1976 Referrals</u>	<u>1976-1977 Referrals</u>	<u>Difference</u>	<u>Decrease Percent (Rounded)</u>
Tutor Q	11	2	9	82
Tutee Q	14	3	11	79
Tutor R	6	0	6	100
Tutee R	5	3	2	40
Tutor S	5	0	5	100
Tutee S	17	16	1	6
Tutor T	6	0	6	100
Tutee T	8	4	4	50
Tutor U	7	3	4	57
Tutee U	15	10	5	33
Tutor V	12	0	12	100
Tutee V	14	8	6	43
Tutor W	7	1	6	86
Tutee W	4	0	4	100
Tutor X	19	8	11	58
Tutee X	10	2	8	80
Tutor Y	8	0	8	100
* Tutee Y	3	1	--	---
Tutor Z	12	8	4	33
Tutee Z	3	0	3	100

* Transferred

TABLE 10

Pre-Post Comparison of Reading Comprehension Scores
as Measured by the Iowa Test of Basic Skills

<u>Students</u>	<u>Pre-Test Score</u>	<u>Post-Test Score</u>	<u>Difference</u>
Tutor A	8.0	10.0	+2.0
Tutee A	3.0	2.7	-.3
Tutor B	4.8	6.6	+1.8
Tutee B	1.7	3.0	+1.3
Tutor C	5.1	7.0	+1.9
Tutee C	2.8	2.9	+ .1
Tutor D	4.9	7.0	+2.1
Tutee D	1.5	2.2	+ .7
Tutor E	4.3	6.2	+1.9
* Tutee E	4.0	---	----
Tutor F	3.9	5.2	+1.3
Tutee F	1.4	2.2	+ .8
Tutor G	3.3	5.7	+2.4
Tutee G	1.7	2.8	+1.1
Tutor H	4.1	4.3	+ .2
Tutee H	2.7	3.2	+ .5
Tutor J	4.7	5.5	+ .8
Tutee J	3.3	4.1	+ .8
Tutor K	4.4	4.9	+ .5
Tutee K	1.0	2.0	+1.0
Tutor L	3.1	4.4	+1.3
Tutee L	1.4	2.9	+1.5
Tutor M	4.6	5.6	+1.0
Tutee M	1.3	2.8	+1.5
Tutor N	1.9	3.1	+1.2
* Tutee N	1.1	---	----
Tutor O	4.9	5.7	+ .8
Tutee O	1.6	2.1	+ .5

* Transferred

<u>Students</u>	<u>Pre-Test Score</u>	<u>Post-Test Score</u>	<u>Difference</u>
Tutor P	2.4	2.9	+ .5
Tutee P	1.5	3.9	+2.4
Tutor Q	3.9	4.1	+ .2
Tutee Q	1.2	2.1	+ .9
Tutor R	5.2	5.8	+ .6
Tutee R	3.1	4.8	+1.7
Tutor S	3.4	5.7	+2.3
Tutee S	1.7	2.7	+1.0
Tutor T	4.1	5.1	+1.0
Tutee T	1.6	2.3	+ .7
Tutor U	2.9	4.3	+1.4
Tutee U	2.3	3.2	+ .9
Tutor V	3.7	5.2	+1.5
Tutee V	2.7	3.2	+ .5
Tutor W	3.9	5.9	+2.0
Tutee W	3.0	2.4	- .6
Tutor X	3.3	3.8	+ .5
Tutee X	1.4	2.7	+1.3
Tutor Y	2.0	3.4	+1.4
* Tutee Y	1.3	---	----
Tutor Z	2.9	4.3	+1.4
Tutee Z	1.2	1.7	+ .5

* Transferred

Classroom Teacher Evaluation

1. Has there been any evidence of changes in your students as a result of the peer tutoring program? Yes _____ No _____
What kinds of changes? _____
2. Has the responsibility given to your students in the peer tutoring program tended to improve their attitudes? Yes _____ No _____
3. Were your students anxious to attend the sessions every day? Yes _____ No _____
How was this anxiety communicated? _____
4. Do you feel that the children being tutored have shown adequate improvement in reading? Yes _____ No _____
5. Have your discipline referrals decreased since your students started the program? Yes _____ No _____
In which ways has the behavior improved? _____
6. Has the tutor or tutee in your classroom shown initiative in helping others in your classroom? Yes _____ No _____
How have they helped others? _____
7. Do you feel your students in the Peer Tutoring Program have matured in any way? Yes _____ No _____
How have they matured? _____
8. Do you feel your students in this program are developing positive attitudes toward school? Yes _____ No _____
How is this indicated? _____
9. Would you recommend that your students continue in the program? Yes _____ No _____
10. Do you have any suggestions for improving the program?

Reading Resource Teacher Evaluation

1. Did you generally feel your time was well spent? Yes ☐ No ☐
2. When tutoring, did you notice any improvement in the performances of the tutors during your sessions? Yes ☐ No ☐
3. Did you notice any improvement in the behavior of the tutors during sessions? Yes ☐ No ☐
4. Did you notice any improvement in the attendance of the tutors during your sessions? Yes ☐ No ☐
5. Did you notice any improvement in the performance of the tutees when they were working with the tutors? Yes ☐ No ☐
6. Did you notice any improvement in the behavior of the tutees when they were working with the tutors? Yes ☐ No ☐
7. Did you notice any improvement in the attendance of the tutees during their sessions with the tutors? Yes ☐ No ☐
8. Did the students seem to enjoy having you there? Yes ☐ No ☐
9. Did the classroom teachers seem to appreciate your efforts working with the students? Yes ☐ No ☐
10. Would you be interested in working with this program again? Yes ☐ No ☐
11. In what ways do you feel this program could be improved?

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